

# Meadowbank Public School

## Annual Report



2018

Meadowbank  
PUBLIC SCHOOL

3863

## Introduction

The Annual Report for **2018** is provided to the community of Meadowbank Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jenni Cope

Principal

### School contact details

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9809 3648

### Message from the Principal

Meadowbank is truly a wonderful learning community. We are a learning community committed to excellence and attaining outstanding learning outcomes for our students in a supportive environment.

As a growing school community we have worked together to ensure that each and every student has been able to achieve success.

We have continued to provide a challenging and balanced curriculum, where students have opportunities to be involved in a wide range of experiences such as orchestra, choir, recorder, creative and performing arts, sport, music, public speaking, debating and environmental studies.

This year we had great success with Wakakirri dance group who gave a fantastic performance reaching the final. They were awarded Best Individual Costume, Best Public Speaking and the Spirit of Wakakirri.

Thank you to all of the parents who attend our P & C meetings and members of the school community who have helped in the canteen, with Primary Ethics, on excursions, in classrooms, in the canteen, the uniform shop, school banking, book club and in the library. The P & C continue to work in collaboration with staff in making this a wonderful learning community.

Our dedicated staff work hard to ensure that every student is known, valued and cared for. They are to be congratulated for their dedication in ensuring a quality and equitable education for each student. Teachers take pride in providing a wide range of activities and experiences for all students.

As our school grows we are ever mindful of working together to maintain our values:

- That we know every child
- That we value and care for every child and
- That we ensure that every child reaches their potential.

I am very proud of our school community and the many successes that our students and school community have achieved together.

Jenni Cope

## School background

### School vision statement

Meadowbank Primary School is an inclusive and supportive community of 21st century learners inspired to reach our full potential.

### School context

Meadowbank Public School is situated in the Ryde area, the traditional land of the Wallumedegal people and is experiencing rapid growth. Students come from diverse cultural and religious backgrounds with 72% of students from language backgrounds other than English (LBOTE).

Dedicated and caring staff focus on providing quality educational programs. The school community values excellence in learning in a supportive environment. Emphasis is placed on providing a broad range of differentiated learning opportunities to meet the needs of all students. Improvement in teaching and learning in Literacy and Numeracy and a commitment to developing 21st century learning skills in critical thinking, problem solving, communication, collaboration and technology are a focus. Comprehensive programs, including MacqLit, MiniLit and English as an Additional Language/Dialect support student learning. Staff and students use a range of technology to increase engagement and support learning across all stages. The school values and provides extensive programs in creative and performing arts, sport, environmental education as well as other extra-curricular interests and activities. Supportive and effective wellbeing programs, including Positive Behaviour for Learning are established as part of our commitment to our students thriving. There is a strong sense of community where staff, students and parents work collaboratively. The school has a supportive P & C that enhances the school team to enrich school programs and resources. Our partnership with the Marsden Learning Alliance provides support and professional learning opportunities amongst our local schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

At Meadowbank we take pride in ensuring whole school practices result in measurable improvements in the wellbeing and engagement of students. There is school-wide, collective responsibility for student learning and success. Positive, respectful relationships are evident. Student wellbeing is given high priority ensuring optimum conditions for student learning across the whole school.

Our students and families experience a strong sense of belonging and connectedness to our school.

Among staff there is a culture of high expectations ensuring all students effectively develop their knowledge, understanding and skills. All Meadowbank teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods to ensure student growth. Teachers maintain consistent and reliable student assessment and continuous tracking of student progress and achievement.

This year there has been a focus on the use of learning intentions and the provision of quality feedback to enhance the learning of all students.

Our strong Learning and Support Team supports teaching and learning programs across the school. These programs are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning outcomes.

#### Teaching

There is a clear focus by all teachers to explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data. Teachers collaborate in and across stage teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. This informs the development of evidence-based programs and lessons which meet the needs of all

students.

Continued training in Targeting Early Numeracy (TEN) has supported maths programs in all classes. The professional development and mentoring of permanent, temporary and beginning teachers has ensured growth at all stages. Well planned teaching takes place, so that all students can engage in productive learning

Teachers access and engage in a wide variety of professional learning both outside the school and within weekly school professional learning sessions. This professional learning supports both individual performance development plans and the school's plan.

The school has been working on developing teacher ability in the areas of feedback and learning intentions and we propose to continue in 2019.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice. Performance development of teachers is negotiated, collegial, mutually respectful, positive and supportive. The process ensures the ongoing improvement of student outcomes. Formal mentoring to improve teaching and develop aspiring leaders is provided to teachers.

There is an identified focus to further develop innovative future-focused practices.

## Leading

As our school grows we continually explore ways to improve communication with our school community. A morning tea for parents new to our school was trialled to ensure that parents new to the country and our school felt welcomed and were well informed regarding Australian and Meadowbank school practices and procedures. This was very successful and we plan to have regular meetings next year. A variety of information sessions e.g. Kindergarten Connections, Transition to Teens were held to ensure that the school community was well informed about practices and procedures regarding student learning.

The leadership team regularly seeks feedback on school performance from students, staff and parents. There is a commitment to actively supporting change that leads to improvement. The school systematically and regularly monitors a range of indicators to gauge the impact of the school plan to inform changes. There is a culture of shared accountability to achieve organisational best practice. Staff are committed to developing and achieving the strategic directions reflected in the school plan.

This year a large communication focus has been on providing information and gaining feedback around the new school build. Information sessions and newsletters have informed the school and wider community.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Engaged Informed Resilient

### Purpose

To ensure the learning environment challenges and inspires every student to become skilled, effective, motivated learners.

To develop students who are empowered to achieve success emotionally, physically, socially and academically.

### Overall summary of progress

A whole school wellbeing program was delivered weekly to empower students to develop their social, emotional and physical skills. Staff were provided with professional learning on 'growth mindset', at this stage teachers are trialling incorporating growth mindset as best practice in their teaching. Staff participated in a number of professional learning sessions on visible learning practices.. Teachers were asked to implement learning intentions and success criteria specifically into the areas of mathematics and writing. This has been successfully implemented in most classrooms. Learning progressions and PLAN2 were introduced to all staff. This year we have focused on using PLAN2 to track progress in writing and some sections of numeracy. Stage 2 participated in PBL (Project Based Learning) programs and Stage 3 focused on 'Genius Hour'. Students were engaged, informed and developed resilience in a 21st Century learning environment. The whole school had a focus on STEAM (Science, Technology, Engineering, Arts and Mathematics). These programs were showcased to the school during Education Week. All students participated in coding classes and each stage worked collaboratively to design and create a STEAM project. Two groups of Stage 3 students presented their Rube Goldberg machines and showcased their projects along with other schools in the Marsden Learning Alliance. Subsequently students developed and presented a workshop at the Youth Eco Summit. Stage 3 trialled BYOD (Bring Your Own Device) to meet the demands of a growing school population and prepare students for high school expectations. 65% of students participated in the trial.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students in the top 2 bands for writing in NAPLAN.</p> <p>Increase the percentage of students who are motivated and engaged with their learning using Tell Them From Me (TTFM) survey results.</p> <p>Increase the percentage of students demonstrating expected numeracy outcomes according to learning progressions.</p> <p>Students will demonstrate a growth mindset by using the habits of mind.</p> <p>There will be a 10% decrease in the number of yellow and orange cards each year, using data for Positive Behaviour Engaging Learning (PBEL).</p>	<p>Learning Support: See equity totals in Finance.</p> <p>Habits of Mind and learning intentions professional learning \$2000.</p>	<p>There was an increase in the number of students in the top two bands in writing in Year 5. 23.3% were in the top two bands.</p> <p>In 2018 64.3% of students were in the top two bands for writing.</p> <p>Kindergarten and Year 1 90% at or above expected levels in additive strategies.</p> <p>85% of Year 2 students are at or above expected levels in additive strategies.</p> <p>According to the Tell Them From Me (TTFM) survey Year 4 (82%) and Year 5 (76%) have shown that they were interested and motivated in learning.</p> <p>Year 6 were below state norms in relation to being motivated and engaged with their learning.</p> <p>Positive Behaviour Engaging Learning (PBEL) data showed a drop in "rough play" of 29% across the school.</p> <p>There was a decrease of 7% in yellow cards being issued by teachers.</p>

### Next Steps

- To continue the Lifeskills wellbeing program for the whole school during Term 1.
- Deliver further professional learning on 'Habits of Mind'. Stage leaders will work with their teams to ensure that this is being implemented in each class. Resources will be purchased and created to support teachers in the delivery of this program.
- All teachers will extend the use of learning intentions with their classrooms so that it becomes a consistent whole school practice. Teachers who have identified 'visible learning' as a goal in their Professional Development Plan (PDP) will receive further support and professional learning through the school's PLC (Professional Learning Community).
- Use online Best Start to capture initial data of Kindergarten students.
- Incorporate learning progressions into the assessment and reporting schedule.
- Use learning progressions incorporating PLAN2 to track and monitor student progress in the areas of addition and subtraction and writing.
- Implementation of a whole school social emotional learning program.
- Project based learning will continue to be implemented in Stage 2 from Term 2 to 4.
- Support all teachers to ensure the implementation of the new science syllabus is delivered consistently across the school using 21st Century learning principles.

## Strategic Direction 2

### Excellence in Professional Practice

#### Purpose

To ensure all staff have high expectations of themselves and students. They deliver explicit differentiated quality teaching and learning.

#### Overall summary of progress

Staff were involved in professional learning in the following areas which impacted on best practices across the school: visible learning strategies, growth mindset and effective feedback. New staff were trained in numeracy strategies (TEN). All staff were instructed in the pedagogy related to effective reading in the early years. At least 50% of staff were involved in Teaching English Language Learners. The whole staff were involved in professional learning sessions for using Minecraft in the classroom. All staff utilise Seesaw to demonstrate to parents visible learning in the class and to increase communication. An occupational therapist was employed to work with students in K–2 and provided professional learning to staff. An increased understanding of student developmental milestones has led to targeted intervention programs being developed. All staff are using the student assessment register to track student progress. Two teachers implemented flexible learning spaces into their classrooms to enhance student 21st century learning skills and achievement. All teachers completed a Flexible Furniture by Design course during a school development day held at the Department of Education Futures Learning Unit. During school development day in term 3 all staff visited Apple Headquarters to increase their understanding of Apple applications.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The leadership team participates in capacity development and continually monitors the impact of programs and approaches used by all teachers to improve practice.</p> <p>All staff demonstrate:</p> <ul style="list-style-type: none"><li>• understanding and commitment to visible learning principles</li><li>• effective feedback practices</li><li>• explicit teaching</li><li>• differentiated programs</li></ul>	<p>Seesaw 3 year contract \$8505</p> <p>Flexible Learning Furniture: \$3200</p> <p>Professional Learning Minecraft: \$485</p> <p>Professional Learning: \$13 500 was spent from professional learning funds.</p>	<p>By the end of the year 100% of teachers were using Seesaw.</p> <p>All staff trialled using learning intentions and success criteria in maths lessons.</p> <p>All staff trialled effective feedback practices in their classes.</p> <p>All staff used the assessment and reporting scope and sequence to monitor student achievement.</p> <p>Recorded data in the Student Assessment Register (SAR) was utilised by all staff to develop quality, differentiate lessons.</p> <p>Flexible learning space trialled in Stage 2 classroom in preparation for moving to new site.</p>

#### Next Steps

- Further increase the use of visible learning and feedback practices so that they are embedded in every teachers' classroom practice.
- Increase the number of teachers implementing flexible learning spaces to encourage collaborative learning practices.
- Professional Development Plans (PDPs) are aligned with strategic directions and professional learning is matched to the school plan.
- Undertake further professional learning in the area of differentiation in mathematics.

## Strategic Direction 3

### Communication and Connections

#### Purpose

To develop a culture where the school community works cooperatively and innovatively to create a caring place where children and adults feel they make a contribution and are valued as individuals. To promote positive community engagement and involvement in a growing school population.

#### Overall summary of progress

To promote better connections between the school and community we held information sessions for parents. This was done through P & C meetings and other information sessions. The Skoolbag application has been utilised to better inform parents of upcoming events. This year we introduced a new arrival parent information session to meet the demands of a changing demographic within the school. Kindergarten Connections and Positive Parenting programs were initiated this year and were well supported and received excellent feedback.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Promote efficient communication.</p> <p>Build strong connections with the wider community.</p> <p>Increase school community participation and communication within a growing school population.</p> <p>Digital Portfolio – See Saw and ClassDojo utilised by 80% of parents.</p>	<p>Seesaw 3 year contract: \$8505</p> <p>Hospitalities for parent events: \$1500</p>	<p>Seesaw and ClassDojo used by 80% of parents.</p> <p>20 families attended the newly introduced information breakfast session held for multicultural families new to Australia.</p> <p>Information sessions for parents were held on:</p> <ul style="list-style-type: none"><li>• BYOD (Bring Your Own Device)</li><li>• NAPLAN implementation</li><li>• Transition from year 6–7</li><li>• Kindergarten information evening</li><li>• Kindergarten Connections</li><li>• Kindergarten Engagement</li><li>• Transition to Teens</li><li>• Positive Parenting Program</li></ul> <p>Showcased project based learning (PBL) with schools from the Marsden Learning Alliance.</p> <p>There was an increased participation by parents in the completion of the Tell Them From Me parent survey. Teachers promoted the survey through the Seesaw application. This resulted in 96 responses to the survey in 2018. This was an increase of 36% from the previous year.</p> <p>Increased father's attendance at the Father's Day Breakfast.</p>

#### Next Steps

- Increase the participation of parents attending information sessions and community events.
- Continue with Positive Parenting and Kindergarten Connection Programs.
- Combine 'Meet the Teacher' evening with welcome to Meadowbank BBQ to increase attendance.
- School website and newsletter updated to new format.
- Promote the use of Seesaw and Skoolbag during the enrolment process and information evenings.
- Continue new arrivals morning tea each term to increase participation of newly arrived families.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$649	Funding was used to purchase classroom resources which supported student learning and ensured the achievement of learning goals.
<b>English language proficiency</b>	Teacher employed 4 days a week  \$32,900 used for extra teaching support and to purchase resources.	The EAL/D teacher supported students with English as a second language or dialect. The teachers provided small group withdrawal instruction and in class support.  Funds were also used to purchase technology to support students in class learning.
<b>Low level adjustment for disability</b>	See equity funding in Finance summary  MACLit and MiniLit: \$4,000  Teacher 2.5 days a week  \$26,000 Speech therapist  \$22,000 Occupational Therapist  See equity funding in Finance summary	The learning and support teachers provided program adjustments to assist with differentiation for students in class. They worked in class and small withdrawal groups.  Individual education plans (IEP) were collaboratively developed by learning and support and class teachers for students who required specific learning support.  Through the MacLit small group program for years 3–6. Data showed there was an average improvement of 48% in the Wheldall Assessment of Reading Passage (WARP) results.  In 2018 the MiniLit program was implemented and supported 25 students improving their reading and writing through the explicit teaching of phonics. In 2018, students in Year 2 improved their phonics score by an average of 32%.  A speech therapist and an occupational therapist were employed to support students in years K–2 as well as providing professional learning and support to teachers.  Funds were used to employ a student learning and support officer (SLSO) to provide support in class for students.
<b>Quality Teaching, Successful Students (QTSS)</b>	At the beginning of the year the allocation was 2.5 days a week this was increased to 3 days a week in August.	Quality Teaching, Successful Students (QTSS) funds allowed teachers to observe quality teaching sessions presented by colleagues. These opportunities were matched to individual PDPs and the school plan. Through collaborative practices teachers were mentored, observed and provided with constructive feedback.  QTSS funds provided time for teachers to attend professional learning.
<b>Socio–economic background</b>	\$5900	Funding was used to support targeted students to access curriculum learning experiences.  Some funds were used to employ a student learning and support officer (SLSO).
<b>Support for beginning teachers</b>	\$30,800	Beginning teachers were provided with

<p><b>Support for beginning teachers</b></p>	<p>\$30,800</p>	<p>mentoring and coaching sessions with experienced teachers.</p> <p>Beginning teachers were also provided with formal professional learning in line with their Performance Development Plans so that all goals in the plans were met.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>At the beginning of the year allocation for new arrivals was 2 days per week.</p> <p>Funding was increased to two full time positions by the end of the year.</p>	<p>Funds were used to employ teachers to assist students newly arrived in Australia with language acquisition and cultural adjustment support in small group instruction.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	115	137	174	208
Girls	113	125	150	180

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	94.5	96.3	96.2
1	95.1	95.7	93.9	94.6
2	95.4	94.9	95.4	96.3
3	96.5	95.9	94.1	95
4	96	93.8	96	94.5
5	94.2	95.6	95.5	95.2
6	95.5	93.8	95	95.2
All Years	95.5	95	95.2	95.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Meadowbank Public School has an excellent attendance rate and is above state average for all grades. We actively encourage regular attendance as we recognise that it directly impacts on student growth and performance.

All staff monitor late arrivals and non attendance. Parents are encouraged to advise the school of absences via the Skoolbag app, email or calling on the day of the absence. When enrolling all new parents are informed about the importance of regular attendance. The learning and support team regularly reviews attendance and where needed works with families to develop and maintain regular patterns of attendance. If a pattern of non-attendance develops parents are

contacted. Attendance is recorded on student reports at the end of each semester. Referrals can be made to the Home School Liaison Officer when needed. We are actively trying to improve the number of late arrivals to school.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.75
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.8
School Administration and Support Staff	2.82

\*Full Time Equivalent

4.3% of the workforce identify as being of Aboriginal or Torres Islander descent.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

### Professional learning and teacher accreditation

Beginning Teacher and Professional Learning funding contribute to professional learning for staff. The major aim is to have a positive impact on student learning outcomes. All staff acknowledge the importance of professional learning in ensuring that they are able to contribute to providing quality teaching and learning. Staff therefore undertake many hours within their own time participating in a variety of professional learning activities designed to build their teaching capacity. Professional discussion and the sharing of expertise is a strong feature at Meadowbank. In addition to weekly collaborative stage meetings and weekly professional learning sessions, teachers participated in structured observation lessons, receive individual feedback, reflect

on practice and work with colleagues. Beginning teacher mentors inducted, mentored and coached beginning teachers to ensure that they were supported in their first years of teaching. Administration staff received professional learning in eFPT Finance, journaling and HR Payroll. Professional learning was undertaken in:

- TEN
- PDHPE K–10 syllabus
- Feedback/ Visible Learning
- Autism
- Epilepsy
- Effective reading in the early years
- Learning Progressions
- Growth mindset/Habits of Mind
- Teaching English Language Learners across the curriculum (TELL)
- Engaging with iMovie in the classroom
- Minecraft
- Part 1 Disability Standards for Education

\$30,800 was spent from beginning teacher funds and \$13 500 was spent from professional learning funds.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	584,113
<b>Revenue</b>	3,418,189
Appropriation	3,045,830
Sale of Goods and Services	58,950
Grants and Contributions	303,487
Gain and Loss	0
Other Revenue	400
Investment Income	9,522
<b>Expenses</b>	-3,390,774
Recurrent Expenses	-3,390,774
Employee Related	-2,862,405
Operating Expenses	-528,368
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	27,415
<b>Balance Carried Forward</b>	611,529

Staff work collaboratively to plan for and develop the budget, staff are allocated an area to oversee to ensure that purchases are made in line with the school plan. Further professional learning was undertaken by executive and administration staff on the HR budget tool and the Electronic Financial Planning Tool.

Funds are used to:

- provide quality teaching and learning resources equitably.
- manage the growth of the school including resourcing new classrooms.
- maintain and upgrade technology, keeping in line with the growth of the school.
- continue the employment of a speech therapist and occupational therapist.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,526,112
Base Per Capita	62,652
Base Location	0
Other Base	2,463,461
<b>Equity Total</b>	194,184
Equity Aboriginal	649
Equity Socio economic	5,930
Equity Language	116,908
Equity Disability	70,697
<b>Targeted Total</b>	11,939
<b>Other Total</b>	88,538
<b>Grand Total</b>	2,820,773

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing

levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

**Year 3:**

In Reading 43% Year 3 students achieved in the top band compared to 25% across the state.

In Writing 21% Year 3 students achieved in the top band compared to 12% across the state and 64% achieved in the top two bands compared to 45% across the state.

For Spelling 52% Year 3 students achieved in the top band compared to 26 % across the state and 81% in the top 2 bands compared to 50% across the state.

In Grammar and Punctuation 55% Year 3 students achieved in the top band compared to 32% across the state and 69% achieved in the top 2 bands compared to 48% across the state.

**Year 5:**

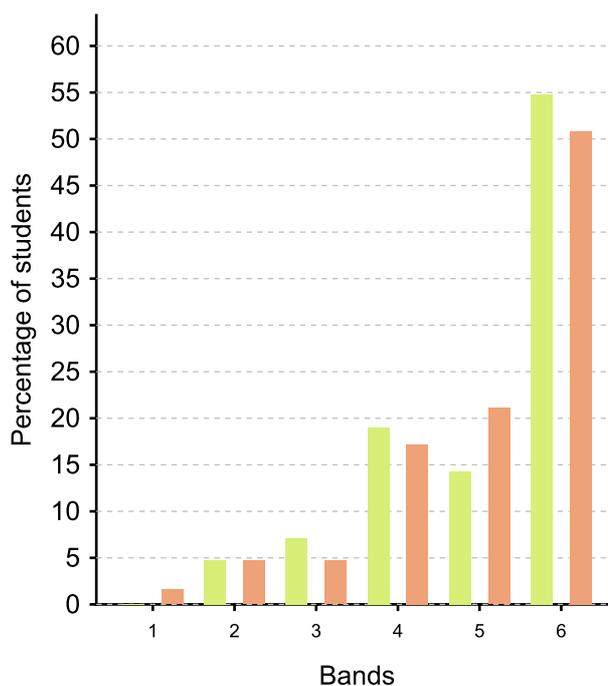
In Reading 39% Year 5 students achieved in the top band compared to 17% across the state.

In Writing 9% Year 5 students achieved in the top band compared to 5% across the state and 26% students achieved in the top 2 bands compared to 15% across the state.

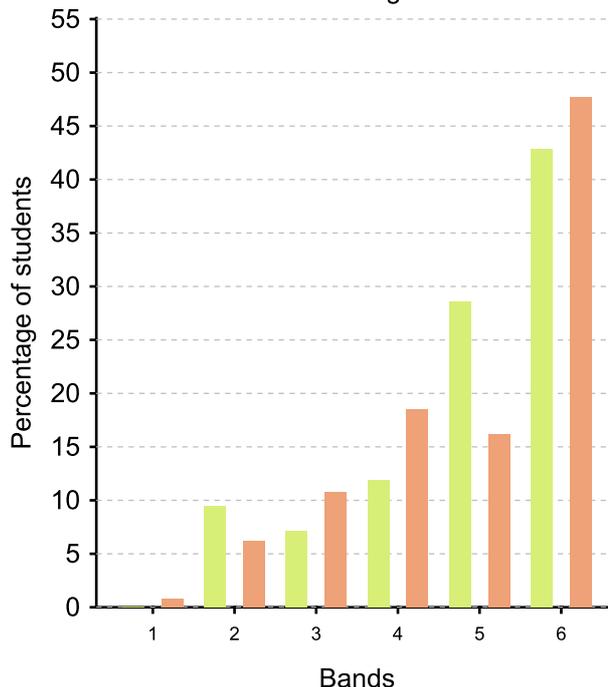
For Spelling 30% Year 5 students achieved in the top band compared to 14% across the state and 58% students achieved in the top 2 bands compared to 36% across the state.

In Grammar and Punctuation 40% Year 5 students achieved in the top band compared to 18% across the state and 58% achieved in the top 2 bands compared to 34% across the state.

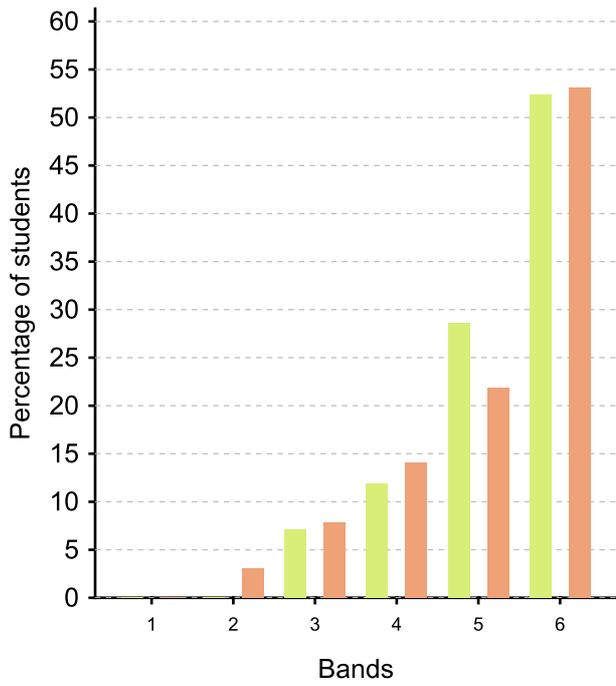
**Percentage in bands:  
Year 3 Grammar & Punctuation**



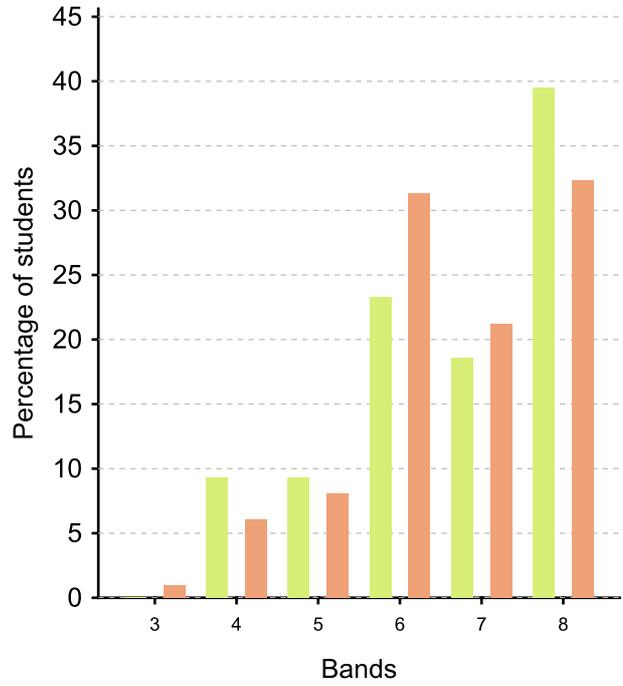
**Percentage in bands:  
Year 3 Reading**



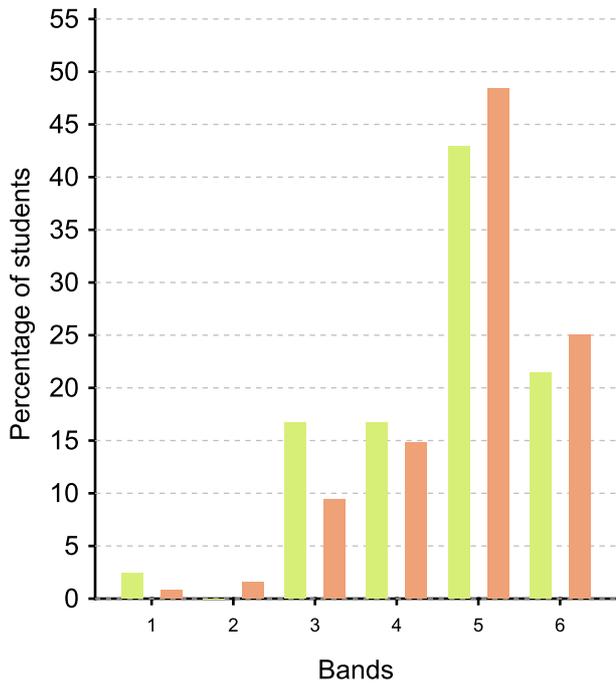
**Percentage in bands:**  
Year 3 Spelling



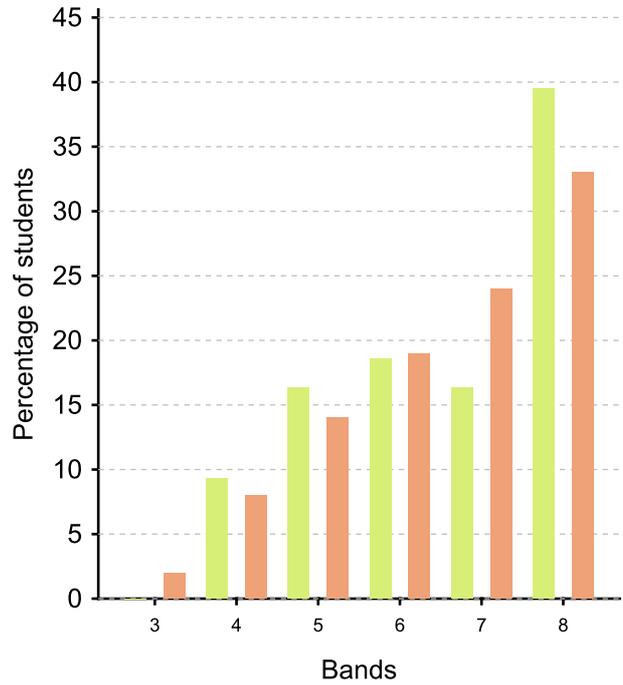
**Percentage in bands:**  
Year 5 Grammar & Punctuation



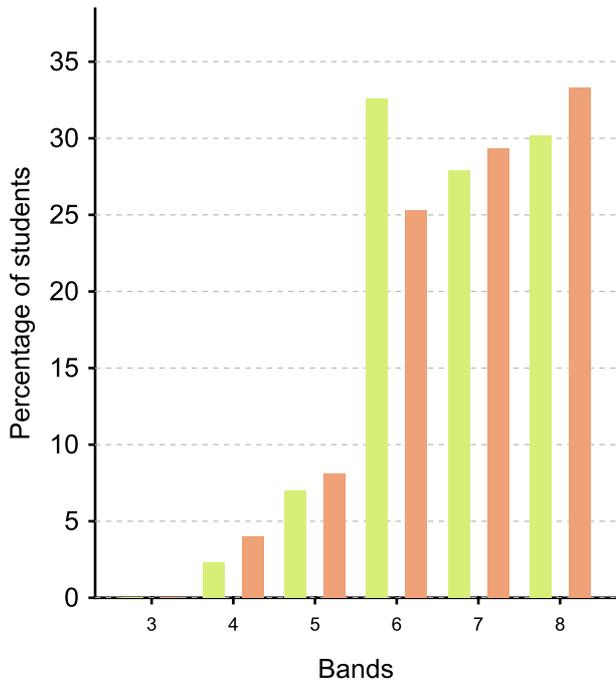
**Percentage in bands:**  
Year 3 Writing



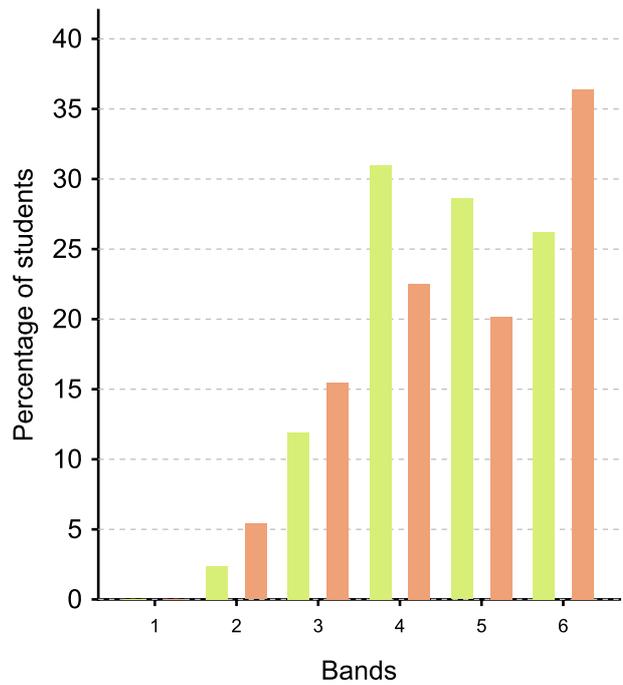
**Percentage in bands:**  
Year 5 Reading



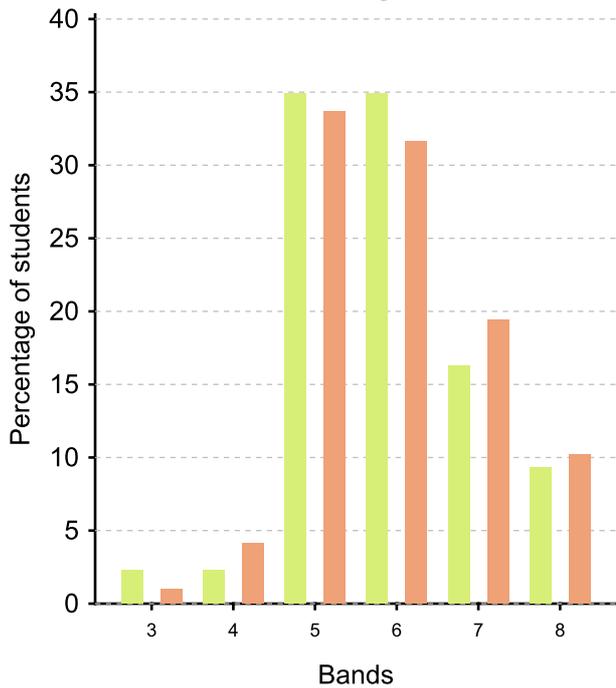
**Percentage in bands:**  
Year 5 Spelling



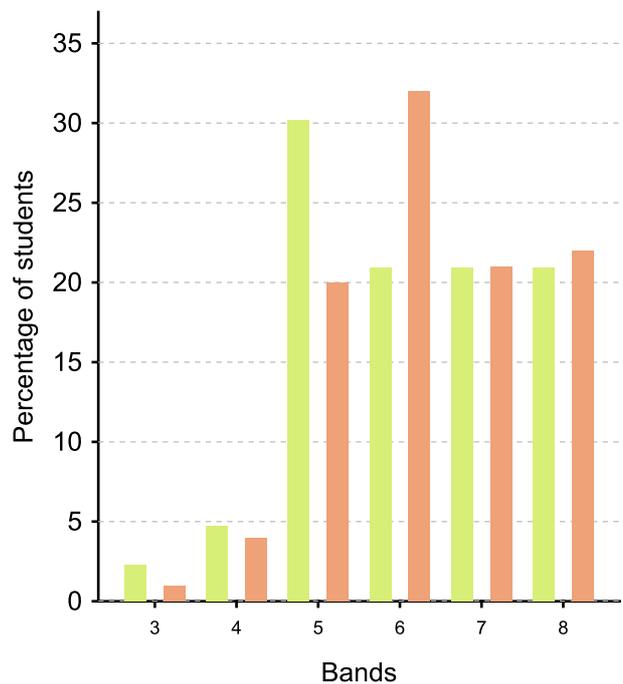
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



In Numeracy 26% Year 3 students achieved in the top band compared to 17% across the state.

In Numeracy 21% Year 5 students achieved in the top band compared to 12% across the state.

In Year 3 Reading 71% students achieved in the top 2 bands compared to 52% across the state.

In Year 3 Numeracy 55% students achieved in top 2 bands compared to 41% across the state.

In Year 5 Reading 56% students achieved in the top 2

bands compared to 36% across the state.

In Year 5 Numeracy students achieved 42% in top 2 bands compared to 30% across the state.

## Parent/caregiver, student, teacher satisfaction

Parents/caregivers, students and teachers were invited to provide feedback via the Tell Them From Me survey.

Ninety five parents completed the survey compared to sixty one in 2017. Some findings were as follows:

### Parents are informed

- Reports on my child's progress are written in terms I understand. 71%
- The teachers would inform me if my child were not making adequate progress in school subjects. 67%

### Parents support learning at home

- Encourage your child to do well at school. 71%
- Talk about how important schoolwork is. 62%

### School supports positive behaviour

- My child is clear about the rules for school behaviour. 86%
- Teachers expect my child to pay attention in class. 76%

### Useful communication types at school

- 72% of parents believed that formal interviews were useful or very useful.
- 77% of parents believed that school reports were useful or very useful.
- 98% of parents believed that the school newsletter was useful or very useful as a form of communication.

### Staff responses

#### Inclusive school

- I establish clear expectations for classroom behaviour. 78%

#### Leadership

- School leaders provide me with useful feedback about my teaching. 78%
- School leaders have helped me improve my teaching. 78%

#### Learning Culture

- In most of my classes I discuss the learning goals for the lesson. 79%

### Student Responses

- 90% of students participate in school sport.
- 60% participate in extracurricular activities.
- 55% of students display positive homework behaviours.

### Areas for improvement

- Developing a positive learning climate.
- For students to know the purpose of what is taught.
- For teachers to explain ideas to suit all learning

styles.

- Developing positive homework behaviours.

## Policy requirements

### Aboriginal education

In 2018, no students were identified as being Aboriginal and/or Torres Strait Islander descent. Meadowbank Public School promotes the inclusion of Aboriginal perspectives in teaching programs and is committed to increasing knowledge, understanding and value of the history, culture and contribution of the First Peoples of Australia, Aboriginal and Torres Strait Islanders. The school also promotes respect of the unique and ancient culture of Aboriginal people by acknowledging the traditional custodians of the land in all assemblies.

### Multicultural and anti-racism education

At Meadowbank we take pride in building a strong sense of recognising and respecting the cultural diversity and cultural identity in the school community. Our diverse and cohesive community is made up of a wide variety of cultures. Families speak a wide range of languages with the main ones including Mandarin, Arabic, Korean, Hindi, Cantonese and Urdu. 74% of students come from Language Backgrounds Other Than English (LBOTE).

This year to promote improved communication with families new to Australia we have introduced information morning sessions for newly arrived parents. This initiative has been very well received and attended.

Our school provides a range of quality English as an Additional Language or Dialect (EAL/D) programs. Specialist EAL/D teachers support EAL/D learners in small withdrawal groups and in-class support to develop English language skills.

Students are able to participate in French language lessons.

Our school has specially trained Anti-Racism Contact Officers (ARCO). The ARCO role involves promoting respect for all races and cultures. Our school rules help to support these values.

We celebrate the cultural diversity of our school and encourage students to be respectful of and embrace people of all cultures during the celebration of Harmony Day and every day.